



GCSE

HISTORY

8145/1B/C

Paper 1B/C: Conflict and tension between East and West, 1945–1972

Mark scheme

Additional Specimen Material

Version E1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate	4 marks
Intermediate performance	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate	2–3 marks
Threshold performance	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall• Learners use a limited range of specialist terms as appropriate	1 mark
No marks awarded	<ul style="list-style-type: none">• The learner writes nothing• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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Source A supports the USA taking part in the space race. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Analyse individual interpretations (AO4a)
Analyse how interpretations of a key feature of a period differ (AO4b)

Level 2:

Developed analysis of source based on content and/or provenance

3–4

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the USA was depicted as a person who needs to wake up – the alarm signifying that the Soviets are getting ahead as they have a satellite in space; the USA had been relaxing as implied by the legend ‘complacency’ in the cartoon and need to catch up in the Space race; 1957 was the year the Soviets launched Sputnik.

Level 1:

Simple analysis of source based on content and/or provenance

1–2

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, the legend (‘Awake at Last?’) implies that the Americans have been sleeping while the Soviets have launched a satellite; it was painted by an American artist so it would be propaganda.

Students either submit no evidence or fail to address the question

0

0 2

How useful are **Sources B** and **C** to an historian studying the threat posed by Cuba?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Analyse sources contemporary to the period (AO3a)
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4:

Complex evaluation of both sources with sustained judgement based on content and provenance **10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, taken together, the sources are useful because they reflect similar views that the Communist revolution was spreading. Equally students may discern a different emphasis arising from authorship or the passage of time. Students may recognise the limitations of the sources, in that their respective provenance may only offer a partial view. Source B was motivated by the need to stand firm against Cuban communism backed by Russia and China against a background of Cold War tensions caused by the arms race – the US did not want communism in its own backyard. Source C shows Castro feeling confident after defeating US backed invasion at the Bay of Pigs, galvanising his own support for a weak Cuba who showed it could stand up to a nuclear power and lead revolution in the region, which would pose a huge threat to the US.

Level 3: Developed evaluation of sources based on the content and/or provenance **7–9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

They may focus on the specific aspects of the sources individually and explain that the sources are useful because they show different perspectives - one highlights the perceived need for the US to guard against the hostile influence of the USSR and Communist China in the Americas (Source B); and the other the way that support for communist revolution was being spread by Cuba, especially since Castro would feel much stronger after the failed attempt by the US in the Bay of Pigs to defeat him (Source C).

Level 2: Simple evaluation of source(s) based on content and/or provenance **4–6**

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, the cartoon (Source B) is useful because it shows how the Communist threat was portrayed by Americans as something sinister because Russia and China were behind it.

For example, Castro's speech (Source C) may be used by historians to shed light on how he saw Cuba – too small to be a threat but part of something bigger – as Communism was spreading through the region. After the Bay of Pigs Castro would want to rally his support.

Level 1: Basic analysis of sources(s) **1–3**

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, the message of the cartoon is that Castro was spreading Communism to South America with the blessing of Russia and China. Source C says that the US is frightened not of Cuba but of Communism spreading through Latin America.

Students either submit no evidence or fail to address the question **0**

0 3

Write an account of how the shooting down of a U2 spy plane in 1960 became an international crisis.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question** **7–8**

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.

For example, with a dangerous nuclear arms race under way, it was hoped a US-USSR meeting in Paris might lead to peace. Instead a crisis occurred because a U2 spy plane was shot down by the Soviets when taking pictures of Russian military sites. Khrushchev was angered by the US which not only lied about it but refused to apologise. Matters deteriorated when the Americans just said they were doing this to protect itself, which Khrushchev condemned and then he stormed out of the Summit. It didn't end there because the US pilot was put on trial and an invitation to Eisenhower to visit Moscow was withdrawn. The Cold War was set to continue.

Level 3: Developed analysis of causation/consequence **5–6**
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.

For example, at the time a meeting of the two Cold War leaders in Paris offered hope of a thaw in the nuclear arms race. During the Summit, the Soviets were angry because they had shot down a US U2 plane which had been sent to spy on their military sites. Khrushchev was even more annoyed because the Americans lied about it and refused to apologise. As a result the Summit collapsed with no improvement in Cold War relations.

Level 2: Simple analysis of causation/consequence **3–4**
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.

For example, a U2 spy plane was shot down by the Soviet Union. Khrushchev protested but the Americans refused to apologise for spying on the Communists. The Paris peace talks broke down when Khrushchev stormed out of the Summit. It seemed that the Cold War would continue.

Level 1: Basic analysis of causation/consequence **1–2**
Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question

Students identify cause(s)/consequence(s) about the events such as the Soviets accused the Americans of spying on them and wanted the spy flights to stop.

Students either submit no evidence or fail to address the question **0**

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
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'The main reason for the development of the Cold War in the years 1945 to 1949 was the Truman Doctrine.'

How far do you agree with this statement?

Explain your answer.

[16 marks]
[SPaG 4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

Level 4: **Complex explanation of stated factor and other factor(s) leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.

For example, responses might include the ways the reasons interacted, such as the Soviet Union was mainly to blame because it created an Iron Curtain, a satellite state in Poland and confrontation during the Berlin Blockade. Although the USA might argue that the Truman Doctrine and Marshall Plan was only a response to USSR provocation. Similarly the USA's possession of atomic weapons might be perceived as forcing the USSR into an arms race. Hence responsibility was shared.

Level 1: Basic explanation of one or more factors **1–4**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as, the Truman Doctrine was set up to stop Communism

Students may offer basic explanations of other factor(s), for example, the Soviet army built the Iron Curtain to keep the west out.

Students either submit no evidence or fail to address the question **0**

Spelling, punctuation and grammar

Performance descriptor	Marks awarded
High performance <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	4 marks
Intermediate performance <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2–3 marks
Threshold performance <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1 mark
No marks awarded <ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0 marks